
Training Program Performance 2001

*An Evaluation
of Alaska's
Workforce
Training
System*

Narrative Report and Performance Data (accompanying CD)

Alaska Workforce Investment Board
Alaska Department of Labor and Workforce Development



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**Narrative Report
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Executive Summary

Training Program Performance 2001 is produced by the Department of Labor and Workforce Development's Research and Analysis Section, and by the Alaska Workforce Investment Board.

This Narrative Summary provides policy makers with an explanation of the performance statistics in *Training Program Performance 2001*, highlights the actions of the Alaska Workforce Investment Board (AWIB), and makes recommendations for future workforce investment policy.

The overview of program performance provides an explanation of performance measures adopted by AWIB - employment, earnings, training relevance, participant satisfaction, and employer satisfaction.

Overall, the job training system in Alaska is strong. Employment and earnings for training recipients are both up. The financial benefits of going through a training program are very evident. Those who exited training programs in FY 01 made 27% more in the year after training than they did in the year before. Total earnings for participants went from nearly \$213 million to more than \$270 million.¹ While some specific programs saw declines, all programs are exceeding performance standards set for them by the Alaska Workforce Investment Board.

The training program results point out the strength of the system; however, even the best system has room for improvement. The opportunities for improvement in Alaska are the basis for AWIB's recent recommendations. These are:

- *Provide youth with universally marketable skills regardless of career choice through the development of a "Youth Work*

Readiness Certificate" and implementation of a pilot program;

- *Develop training that is competitive on the world market and responsive to the needs of business and industry by implementing nationally recognized, industry-based skill standards or occupational certification;*
- *Promote collaboration and avoid duplication through development of a workforce investment system clearinghouse that is integrated and synergistic;*
- *Through a clear vision of issues affecting youth, assess and analyze the status of youth and youth services as they relate to Alaska's economic future;*
- *Clarify Alaska's policy on regional training centers and create systemic alignment through a meeting of stakeholders;*
- *Capitalize on Alaska's talent and retain our youth through the promotion of best practices in career and technical education;*
- *Through the support of Alaska's Congressional Delegation, state and federal agencies, and grass roots partners, ensure input on the reauthorization of key pieces of federal legislation in order to promote Alaska's unique challenges and the continuance of critical funding streams;*
- *Create opportunities throughout Alaska's workforce system by partnering more effectively with employers in the creation of incumbent worker training programs that are responsive to industry needs.*

The AWIB is moving forward on these issues to improve Alaska's workforce investment system.

Training Program Performance 2001 can be found on the Web at <http://146.63.75.50/research/pub/training.pdf> and on the accompanying CD.

Overview of Program Performance

Introduction

Training Program Performance 2001 is the fifth annual outcome evaluation of Alaska's workforce training system, as required by AS 23.15.580. This report is produced by the **Alaska Workforce Investment Board** and by the Research and Analysis section of the Department of Labor and Workforce Development for use by the Governor of Alaska, legislators and staff, business and community leaders, and others with a stake in workforce development. The report analyzes the results of twelve of the state's workforce training and education programs and providers under AS 23.15.580(f).

The purpose of the evaluation is to report the results of workforce training and recommend areas for improvement. The report discusses the results of the programs in terms of the four goals of the state training system set by the **Alaska Workforce Investment Board** (AWIB, formerly Alaska Human Resource Investment Council). These include:

1. **Evaluation and Assessment:** Evaluations of each program under AWIB's oversight to optimize participant employability;
2. **Employment and Placement:** To ensure access to quality job training and employment services statewide, particularly in **rural areas** and for economically disadvantaged citizens;
3. **Workforce Readiness:** Strengthen the involvement of business and industry in developing Alaska's workforce;
4. **Policy and Planning:** Advocate for Alaska's human resource investment programs and promote continuous improvement through

evaluation, access, improved quality, and employer involvement.

The programs discussed in this report are evaluated according to standards adopted by the AWIB with regard to the following:

1. **Employment:** The percentage of former participants who have a job one year after leaving the training program;
2. **Earnings:** The median wage of former participants seven to twelve months after leaving the program;
3. **Training Relevance:** The percentage of former participants who were employed after leaving the training program and whose jobs were related to the training received seven to twelve months after leaving the training program;
4. **Participant Satisfaction:** The percentage of former participants of a training program who indicate that they were satisfied with, or somewhat satisfied with the overall quality of the training program;
5. **Employer Satisfaction:** The percentage of employers who indicate that they were satisfied with the quality of the work of new employees who had recently completed the training program.

The numbers that form the foundation of *Training Program Performance 2001* were compiled by the Research and Analysis Section of the Alaska Department of Labor and Workforce Development. This work was done with the assistance of other state agencies, along with the training providers themselves.

Program and Participant Characteristics

The training programs are grouped into clusters based on participant characteristics:

1. Adult training programs
2. Programs serving adults with barriers to employment
3. Programs serving youth

Throughout this summary, results are grouped into these three clusters. [Appendix 1](#) briefly describes the 11 programs included in this report.

Results are grouped in this way because program participant characteristics are the single most important factor in judging individual program results.

For example, programs serving individuals with significant work experience and basic skills can be expected to have higher labor market outcomes than those serving participants with little skill or experience. In addition, some youth programs are not intended to result in employment, but rather are meant to lay the groundwork for a young person's future employability.

For the same reason performance standards differ among the various categories.

Performance Measures

Performance Standards

Following the release of *Training Program Evaluation 1999*, and in compliance with AS 23.15.580(f), the Alaska Workforce Investment Board established performance standards for the broad categories of programs listed previously.

The primary measure of training success is employment. The employment figures in this report are based on the number of program participants who were employed in months 7 to 12 after exiting the program. This is intended as a gauge of retention. In other words, it's one thing to get a job following a training program, it's another to keep it. The Board evaluates how well people keep the jobs they find after training.

While the goal of training is employment, the bottom line for many people is earnings. The Board is also interested in just how much money people being trained in Alaska are making. When it comes to earnings, months 7 to 12 following exit of the training program are evaluated just as with employment.

The report shows that, overall, the various training programs not only met, but in some cases significantly exceeded the employment standards set by the AWIB. Adult programs exceeded the standard by 4.7%, programs for adults with barriers passed the mark by 5.2%, and youth training programs came in 6.8% above the standard. The *Training Program Performance* report that accompanies this narrative gives a historical perspective on employment performance.

Earnings were also up overall, with some programs showing large gains. However, like all statistics, these should be viewed with some caution. For example, the statistic used to measure earnings is the median total earnings. The median, or middle value, is equidistant from

the highest and the lowest income. It says nothing about the average, or mean, income and can sometimes be very misleading.

Some FY 2001 programs did, however, see drops in performance in terms of both employment and earnings. Alaska Technical Center in Kotzebue, Work Search, and WIA Youth programs saw declines. The largest decline occurred at Alaska Technical Center in Kotzebue. In FY 2000, Kotzebue Tech achieved an employment rate of 81.7%. In FY 2001, that figure dropped to 69.4%. This decline was mainly due to a sudden high turnover and layoff at the Red Dog Mine, where graduates of Alaska Tech's Millwright program find employment.

It is interesting to note that, while fewer exiters found employment, the ones who did made significantly more money. Alaska Technical Center in Kotzebue saw a marked rise in median earnings in FY 2001. From median earnings of \$8,610 in FY 00, Alaska Tech graduates attained median earnings of \$18,117 in FY 01. So, while fewer people gained employment, the ones who did made much more money. The cause of the rise in income is attributed to new programs in computer and network technology. These programs result in good, high wage jobs.

Work Search saw a slight drop in employment from 65.2% to 63.5%. Likewise, WIA Youth saw a slight drop from 59.7% to 58.8%. All of these programs, in spite of their drops, remain above their respective performance standards.

In the case of North American Free Trade Agreement/ Trade Adjustment Act (NAFTA/TAA) programs, while a gain in employment has been realized, performance is slightly below expected goals for the second consecutive year. While the employment standard for adult programs is 65%, NAFTA/TAA reported a rate of 64.6%. NAFTA/TAA is a federal entitlement program that offers help to workers who lose their jobs or lose hours of work due to foreign competition.

Alaska Vocational Technical Education Center in Seward, as well as WIA Dislocated Worker, the State Employment and Training Program (STEP), and WIA Adult programs all saw large increases in earnings. The only significant drop in earnings was associated with the NAFTA/TAA program. That federal program saw a drop in median earnings from \$24,823 in FY 00 to \$19,509 in FY 01.

With the few exceptions noted previously, median earnings are up across the broad categories of programs. While the standard for adult programs is \$4,500, the actual result achieved was \$12,049.

Also, the financial benefits of going through a training program are very evident. Those who exited training programs in FY 01 made 27% more in the year after training than they did in the year before. Total earnings for participants went from nearly \$213 million to more than \$270 million.²

This growth in income, coupled with the trend toward higher employment results for training program participants, points to an evolving job training system in the state of Alaska.

System Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> • Relatively small, nimble workforce investment system • Key partners are known and actively collaborating • Statewide priorities are well defined • AWIB assisting in <i>convening</i> the critical stakeholders in dialogue • Good progress to implement the Workforce Investment Act • Integration of one-stop Job Centers is well established in many communities • Emerging local ownership of Job Centers and associated workforce investment activities • Active industry involvement, especially via industry learning consortia • New leadership and emphasis on workforce investment as a top priority for the Administration • New focus on business and employer customers • Strong federal relationships • Numerous, progressive best practices across Alaska • Common purpose across state and federal entities to streamline and gain synergy from workforce investments 	<ul style="list-style-type: none"> • Coordinate statewide activities to ensure alignment with and support of Board policies • Streamline internal / agency processes to increase efficiencies • Strengthen linkages to partners in the workforce investment system in Alaska • Federal WIA Reauthorization • Increase visibility and clarity regarding the budgets for WIA programs and linkage to related activities from other funding sources • Increase the use of workforce investment as a tool for economic development • Further strengthen business ownership and regional efforts • Coordinate and strengthen statewide programs for youth • Leverage private and public resources toward workforce development goals • Align workforce development, economic development and education in support of Alaska's prosperity

Board Actions and Recommendations for Improvement

Youth Work Readiness Certificate

Recommendation 1: AWIB recommends the development of a “Youth Work Readiness Certificate.”

Alaska business and industry need a reliable predictive tool for assessing workforce readiness in youth. For Alaska’s success, it is important that strong workforce values be instilled in youth.

The AWIB has recommended (via Resolution 02-14. [Appendix 2](#)) the development of means to satisfactorily assess youth Work Readiness Skills and Competencies, and the capability to confer a Youth Ready to Work Certificate upon successful attainment. A software program that measures knowledge of many of these skills is available and has been recommended to youth programs, but its use as a tool for performance assessment still needs to occur.

Support for a work readiness certificate is growing across the state and the country. In fact, several pilot programs are already in the works. The concern this raises is the possible proliferation of independent certificates, each with different standards. To avoid this scenario, there needs to be a concerted effort to establish a statewide consensus on youth work readiness and one universally recognized set of standards.

Nationally Recognized, Industry-Based Skill Standards

Recommendation 2: AWIB Recommends the outcomes of training and education programs shall lead to or result in: The attainment of a nationally recognized, industry-based skill standard or occupational certification, the successful completion of a federally approved apprenticeship program, or the attainment of a postsecondary degree.

The National Skill Standards Board (for more information on NSSB [click here](#)) provides this definition of skill standards: **“performance specifications that identify the knowledge, skills, and abilities an individual needs to succeed in the workplace.”** Likewise, occupational certifications are defined by NSSB as, **“instruments to assess, demonstrate, and affirm the mastery of specific knowledge and skills.”**³ In other words, skill standards tell us what a person needs to know and do in order to perform their job, and certification is how they prove they have that capability.

The needs for standards and certification are many. The demands of the “new economy” require greater skills and flexibility than in the past. Also, the economic competitiveness of the State of Alaska and indeed the United States of America depends on eliminating current skills gaps. NSSB states that, **“Less than 50% of all new workers are equipped for a high-skill, high-wage job.”**⁴

As a result, businesses spend billions annually just getting new employees up to speed with the needs of their occupations. This is particularly difficult for small businesses with limited resources and manpower. The adoption of skill standards and certification is a powerful tool with which to address these problems and provides benefits to employers, employees, and investors in Alaska’s workforce.

NSSB points out the benefits of standards and

certification. According to the NSSB, “*A well-credentialed workforce attracts new businesses/industries seeking to hire and retain trained workers with immediately-transferable skills. Therefore it is a powerful economic development tool.*”⁵

Employers benefit from the ability to know objectively, before hire, that a job seeker has the requisite skills and knowledge to do the job right. Employers should also benefit from the reduced time and costs associated with remedial training of workers.

For the state, and other investors, standards and certifications allow for a better allocation of resources, provide the ability to document outcomes, and ensure program quality. Limited training dollars may be directed more effectively. Certifications also give the state another tool with which to assess training program performance. This will, in turn, ensure higher quality in Alaska’s training programs, and wise investments in our human capital.

The resolution adopted by the AWIB at its September meeting recognizes that the moving to a system of skill standards and certifications cannot happen over night. Resolution 02-15 ([Appendix 3](#)) details a three-year, step-by-step process of implementation.

The resolution also spells out what the goal of this process should be. It states that the outcomes of training and education programs shall lead to or result in:

- **The attainment of a nationally recognized, industry-based skill standard or occupational certification.**
- **The successful completion of a federally approved apprenticeship program.**
- **The attainment of a post secondary degree.**

Statewide Activities Funds

Recommendations 3-7 relate to AWIB Resolution 02-17 ([Appendix 4](#)) and the use of Statewide Activities Funds. The Workforce Investment Act allows for 15% of the State’s WIA Title 1B funds to be reserved for both required and allowable Statewide Activities. Approximately 5% have been committed to WIA required activities. An additional 5% were competitively allocated to training and system improvement projects. The remaining approximate 5% will be used to implement many of the recommendations in this report. AWIB has identified areas of the workforce system as priorities to be addressed with Statewide Activity resources, all of which have been under consideration for months or years.

AWIB has determined that Statewide Activity funds shall be used for the development of a Youth Work Readiness Certificate and the development of Skill Standards and Industry Based Certification. Because those projects have already been detailed, they will not be discussed in this section.

Recommendation 3: AWIB Recommends the development of a workforce investment system clearinghouse.

Like the Youth Work Readiness Certificate, the need for a **Workforce Development Clearinghouse** has also sprung from the private sector. Industry consortia, business groups and organizations have all identified the need for a system that provides job seekers, employers, trainers, institutions, and organizations with a wide variety of workforce system information. A recent survey commissioned by the AWIB highlighted the hundreds of Internet based resources available, however, there still is not one central portal to tie the system together. The clearinghouse is a way to link all of the resources in the state, through a communications and consultation hub.

The hub will increase access to and promote the use of workforce investment efforts statewide. This should foster collaboration and facilitate a stronger workforce investment system.

Recommendation 4: AWIB Recommends the development of reports on the status of youth and youth services.

Services to youth ages 14-21, both in- and out-of-school, are an integral part of the delivery system under the Workforce Investment Act. A comprehensive review of Alaska WIA-eligible youth needs and services should be conducted. The impact of the High School Qualifying Exit Exam on vocational and technical education and the economy in Alaska should be included in the study.

Recommendation 5: AWIB Recommends a meeting of stakeholders be convened on the status, system alignment, and development of regional learning centers.

AWIB Resolution 02-17 also provides that reports on **vocational education** in Alaska shall be produced or updated. Also, a meeting of **regional learning center** stakeholders will be convened in order to assess their status, review coordination procedures, and examine planning issues. The intent is to help guide future investments more efficiently, with a community-based vision and plan.

Recommendation 6: AWIB Recommends, with the support of providers, the promotion of best practices in career and technical education.

The workforce development system begins with the K-12 education system and extends through post-secondary education to lifelong learning. Specific vocational, career, and technical education programs start in middle school and continue to postsecondary training and education. Nationally, and in Alaska, many “best practices” have been developed for use in training and education institutions at all levels

and will contribute to the quality of Alaska’s workforce investment system.

Key Federal Legislation

Recommendation 7: AWIB recommends that Alaska be engaged in the process of reauthorization of key pieces of workforce development legislation in order to promote Alaska’s unique perspective and the continuance important funding streams.

The Workforce Investment system in Alaska is complex and depends on a variety of federal and state funding streams. As various programs come up for reauthorization, it is important to keep Alaska perspectives at the forefront. AWIB urges all Alaska policy makers to be engaged in the process to ensure the reauthorization of key legislation provides the necessary flexibility to serve Alaska’s unique needs. AWIB supports the reauthorization of WIA with the hopes that any possible changes to the act will maximize the ability of states to adapt WIA programs to their own unique needs.

The Carl Perkins Act provides one of the largest federal investments into high schools for career and technical education. The Perkins Act also provides critical program funds to community and technical colleges. These institutions provide focused skill development opportunities to post secondary students pursuing careers in technical fields where skilled workers are sorely needed. The State of Alaska gets roughly \$4.2 million in Perkins funds annually. Of that money, 5% goes toward administration, 10% is for state leadership funds, and 85% goes to secondary and post secondary schools, with the lion’s share going to secondary schools.

The funding is used to improve vocational education programs, and for many districts, it is one of the few sources of funding for up-to-date equipment.

While arguments have been made to use Perkins money to fill budget shortfalls in other programs, it is our hope that the Bush Administration can be convinced of the value of Perkins programs. With so few dollars available for vocational education, the Perkins program is a vital funding stream we cannot afford to lose. We urge Alaska lawmakers to support full funding of the Carl Perkins act.

Recommendation 8: AWIB recommends the creation of an incumbent worker training program in accordance with federal guidelines and in support of Alaska's workforce development system.

Alaska's future economic growth is dependent upon its ability to cultivate a competitive workforce. The current models of job training often focus on the training needs of low-income families and laid-off workers. These populations are looking for opportunities to re-enter the workforce. Oftentimes this is hindered by the incumbent employee who has been in their position for many years and yet lacks the skills to advance within their career ladder or industry. This lack of skill disadvantages the employee, the employer, and ultimately the whole economy.

Alaska needs to focus a portion of its job training resources on the training needs of the incumbent worker. Incumbent workers often times are the "working poor" with little opportunity to advance. Or they may be skilled employees trying to keep pace with advancing technology and developing skill requirements. Alaska can improve its economic future by retooling the existing workforce to respond to economic changes. This means individuals stuck in entry level positions might advance within their career ladder and create opportunities for laid off workers to re-enter, and welfare recipients to enter the workforce.

Alaska's commitment to incumbent workers will also have the effect of freeing up private sector training funds to promote competitiveness and

economic development efforts. This combination will ensure that we maximize our job training resources as an important tool in strengthening our economy.

Customer Satisfaction

As of this report, not all training programs are collecting data on employer and participant satisfaction. Furthermore, those that are assessing customer satisfaction do not use the same models or measurement tools. Nonetheless, some programs provided very positive customer satisfaction data. According to the FY00 Workforce Investment Act report, Alaska has an 80% employer satisfaction rate and 81% participant satisfaction. Overall, Alaska exceeded its required performance by 10%.⁶ Customer satisfaction data should be collected whenever possible and service delivery changes should be based on customer input.

References

The following reports were referenced in this narrative:

1. [Training Program Performance 2001 - An Evaluation of Alaska's Workforce Training System](#) - Department of Labor and Workforce Development, Research and Analysis Section, January, 2003 page 10.
2. *ibid*, page 10
3. [Using Skill Standards and Certifications in Workforce Investment Board Program](#) - The Workforce Excellence Network, 2002 page 4
4. *ibid*, page 11
5. *ibid*, page 5 and 6
6. [State of Alaska Workforce Investment Act Title 1-B Annual Report 2000](#) - Alaska Human Resource Investment Council, 2001 page 27

Appendix 1

Adult Training	Alaska Technical Center	Adult Vocational Education. Designed to meet the vocational and technical training needs of rural Alaskans, it has four core areas: office occupations, building industrial technology, industrial mine maintenance, and health occupations. Also provides Adult Basic Education, GED programs and a wide variety of short-term training.
	Alaska Vocational Technical Center	Technical and related training in Seward to students from throughout Alaska. Provides market driven education in response to the needs of Alaska's business and industry, in career areas such as allied health, business & office technology, applied technology, food service technology, learning resources, physical plant technology and marine & fisheries.
	UA Vocational Education	Adult vocational training at University of Alaska campuses throughout Alaska.
	WIA Title 1B Dislocated Worker Program	Provides employment and training assistance for dislocated workers. Services available include career counseling, testing, job placement, occupational training, relocation assistance and other services.
	State Training & Employment Program (STEP)	Funded by a percentage of employee contributions to the Alaska unemployment insurance trust fund, provides training and/or reemployment assistance to unemployed or underemployed workers who have contributed to the fund. By reducing the length of time that workers are unemployed, the program is designed to reduce the amount of unemployment insurance benefits that are paid.
	TAA and NAFTA TAA	Federal entitlement program which offers help to workers who lose their jobs or whose hours of work and wages are reduced as a result of increased imports from any country.
Adults W/ Barriers	WIA Title 1B Adult Program	Adult Program supports training and services for adults who face multiple barriers to employment. Program services include an assessment of needs and abilities and services such as classroom training, on-the-job training, job-search assistance, work experience, counseling, basic skills training and support services.
	Work Search	Four-week program intended to help Temporary Assistance (ATAP) clients in their efforts to obtain and keep a job. Work Search attempts to move clients into the workforce as quickly as possible. All Temporary Assistance clients who are not exempt from participating in work activities are required to attend Work Search.
Youth	WIA Title 1B Youth Program	Year-round youth program provides training and employment programs for both in-school and out-of-school youth. Services may include limited internships in the private sector, school-to-work transition services and alternative high school services. The targeted population is low-income youth age 16 to 21. Summer youth employment program designed to improve basic education skills, encourage school completion, provide exposure to work, and enhance citizenship skills. The targeted population is low-income youth age 14 to 21.
Other	Carl Perkins Vocational Programs	The Carl Perkins Vocational and Technical Education Act of 1998 was implemented to assist in the development of the academic, vocational and technical skills of secondary and postsecondary students that choose to enroll in vocational and technical education programs.
	Training and Vocational Education Program	In FY 2001 and FY 2002, a percentage of employee contributions to the Alaska unemployment insurance trust fund were directed to the University of Alaska, Alaska Vocational Technical Center, and Alaska Technical Center. Employment and earnings statistics are not provided for TVEP since there is no training program participant information available for FY 2001
	Adult Basic Education	Adult Basic Education provides adult learners instruction in the basic skills of reading, writing, mathematics, English as a Second Language (ESL), and GED (General Educational Development) preparations and testing. The ABE program funds 13 regional ABE programs and four Volunteer Literacy programs.

Appendix 2

RESOLUTION NUMBER 02-14 A RESOLUTION REGARDING YOUTH READY WORK CERTIFICATE

WHEREAS, the Alaska Workforce Investment Board is a public organization which is accountable through its council members and staff to the citizens, the Legislature and the Governor of Alaska; and

WHEREAS, a set of work readiness skills for the Workforce Investment Act youth program was developed last year by a multi-agency task force under the direction of Alaska Workforce Investment Board (formerly known as the Alaska Human Resource Investment Council). Both Local Areas have adapted these work readiness skills for their WIA youth programs.

WHEREAS, the task force also selected an assessment instrument to measure attainment of these skills, the *Employability and Work Maturity Skills* program from Computer Learning Works.

WHEREAS, task force members feel this software measures awareness and knowledge, but not performance, and does not provide an assessment for a second level of skill attainment.

WHEREAS, one that measures performance of the skills still needs to be developed.

WHEREAS, it is proposed that youth who successfully complete the first level of work readiness skill attainment should be issued a “Youth Ready to Work” Certificate. The certificate should have the imprimatur of the Alaska Workforce Investment Board (AWIB) and should indicate “Level 1, Awareness.” Currently it should be awarded to any youth who successfully attains all the work readiness skills as verified through successful completion of the relevant parts of the *Employability and Work Maturity Skills* program.

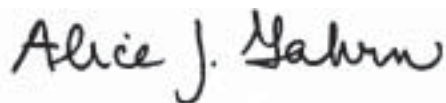
WHEREAS, it is proposed that a continuing advisory group be authorized by the AWIB to perform oversight and review functions of the Youth Ready to Work Certificate Program.

NOW THEREFORE BE IT RESOLVED: the Alaska Workforce Investment Board’s Executive Committee directs AWIB staff to go forward with the effort to achieve a statewide Youth Ready to Work Certificate Program and to regularly report on its progress to the board.

CERTIFICATION

We, the undersigned, hereby certify that the Alaska Workforce Investment Board’s Executive Committee is comprised of 7 members, of whom 6, constituting a quorum, were present at a meeting duly and regularly called, noticed, convened and held this 1st of July, 2002, and that the foregoing Resolution was duly adopted at said meeting by the affirmative vote of 6 members, and opposed by 0 members, and that said Resolution has not been rescinded or amended in any way.

Signed this 1st day of July 2002.



Alice Galvin, Chair
Alaska Workforce Investment Board

Appendix 3

RESOLUTION NUMBER 02-15

A RESOLUTION REGARDING NATIONAL SKILLS STANDARDS AND INDUSTRY CERTIFICATION

WHEREAS, The Alaska Unified Plan specifically calls for the use of training to be based on the nationally recognized, industry-based skill standards and occupational certification; and

WHEREAS, The AWIB (AHRIC) also speaks to national standards and certifications through **Goal 3**, which states: “Strengthen the involvement and ability of business, industry and the education system to provide coordinated programs and service delivery to promote progressive, lifelong occupational learning, skill transferability, credential portability, and worker mobility.”

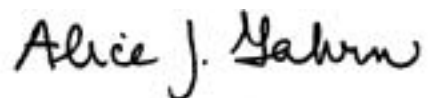
NOW THEREFORE BE IT RESOLVED: the Alaska Workforce Investment Board agrees:

1. To adopt and enforce a nationally recognized skill standard and industry certification program within the following three-year time line:
 - Current levels of service and gaps will be identified in the first year, while capacity among training providers is built and benchmark criteria are set.
 - In the second year, the training providers must show their progress towards alignment to the skill standards and show improvement on benchmark data along with continued capacity building.
 - In the third year, training providers must show progress towards alignment to skill standards and improvement in benchmark data and accountability measures.At the beginning of the fourth year, training providers must be aligned with individual skill standards and competencies and be at the acceptable benchmark level in all accountability measures.
2. That the outcomes of training and education programs shall lead to or result in:
 - The attainment of a nationally recognized, industry-based skill standard or occupational certification.
 - The successful completion of a federally approved apprenticeship program.
 - The attainment of a postsecondary degree.

CERTIFICATION

We, the undersigned, hereby certify that the Alaska Workforce Investment Board is comprised of 23 members, of whom 19, constituting a quorum, were present at a meeting duly and regularly called, noticed, convened and held this 6th day of September, 2002, and that the foregoing Resolution was duly adopted at said meeting by the affirmative vote of 19 members, and opposed by 0 members, and that said Resolution has not been rescinded or amended in any way.

Signed this 23rd day of September 2002.



Alice Galvin, Chair
Alaska Workforce Investment Board

Appendix 4

RESOLUTION NUMBER 02-17

RESOLUTION REGARDING STATEWIDE ACTIVITIES FUNDS

WHEREAS, the Alaska Workforce Investment Board (AWIB) is a public organization which is accountable through its council members and staff to the citizens, the Legislature and the Governor of Alaska; and

WHEREAS, the Workforce Investment Act allows for a 15% set-aside of Title 1B funds for certain statewide activities, and the Workforce Investment Board sets priorities for those Fiscal Year 2003 activities, ending June 30, 2003; and

WHEREAS, several activities have been planned, including:

- A request for proposals shall be issued to develop a Youth Work Readiness Certification process including researching and reporting on similar projects in other jurisdictions; actively involving business, industry, and education; planning and implementing a pilot model(s) for use in Alaska; and reporting back to the AWIB with recommendations for next steps.
- A request for proposals shall be issued to manage the convening of the parties interested in the development of a workforce development information accumulation and sharing system (clearinghouse), to plan and detail the desired elements, to identify costs, and to negotiate agreements and understandings among the parties of interest to initiate the desired system.
- An AWIB conference shall be convened to provide technical assistance and professional development opportunities to Alaska trainers and educators and identify recommendations for future AWIB action to meet the requirements of the AWIB Resolution 02-15, “A Resolution Regarding National Skill Standards and Industry Certifications.”
- A study shall be commissioned examining and reporting on the status of youth and youth services under the Alaska Unified Plan and related youth services.
- The AWIB shall convene a meeting to examine the status and development of regional training centers in Alaska.
- The study, 1997 Status Report: Vocational Education in Alaska, shall be updated.
- The AWIB and Alaska Department of Education and Early Development will coordinate in promoting knowledge and use of career and technical education best practices at appropriate Career and Technical Education meetings and venues.

NOW THEREFORE BE IT RESOLVED that the AWIB, as represented by its Executive Committee, in order to most efficiently meet the board's WIA Statewide Assistance goals, requests that funds remaining after the above seven activities have been completed shall be distributed by request for proposal to provide for statewide system improvements.

CERTIFICATION

We, the undersigned, hereby certify that the Alaska Workforce Investment Board's Executive Committee is comprised of 6 members, of whom 5, constituting a quorum, were present at a meeting duly and regularly called, noticed, convened and held this 22nd day of November 2002, and that the foregoing Resolution was duly adopted at said meeting by the affirmative vote of 5 members, and opposed by no members, and that said Resolution has not been rescinded or amended in any way.

Signed this 23rd day of November, 2002.

A handwritten signature in black ink that reads "Alice J. Galvin". The signature is written in a cursive, flowing style.

Alice Galvin, Chair
Alaska Workforce Investment Board

The Alaska Workforce Investment Board

Vision

Building the Connections that put Alaskans into good jobs

Mission

We are a private/public leadership board that sets the policy framework for the development of Alaska's workforce.

Lt. Governor Loren Leman

State of Alaska

Edgar Blatchford

*Commissioner, Department of
Community and Economic
Development*

Karen Rehfeld

*Acting Commissioner,
Department of Education and
Early Development*

Joel Gilbertson

*Commissioner, Department of
Health and Social Services*

Greg O'Claray

*Commissioner, Department of
Labor and Workforce Develop-
ment*

Gary Brooks

*Organized Labor
IBEW*

Fred Esposito

*Post Secondary Education
AVTEC*

Kristen Forrester

*Post Secondary/Secondary
Education - Mat-Su Borough
School District*

Duane M. French

*Professional experience with
Developmental Disabilities*

Alice Galvin Ed.D. (Chair)

*Business/Industry
BP Exploration*

JoAnn Henderson

*Adult Basic Education
SE Regional Resource Center*

Kay Hoch

*Private Sector
Owner, Matrix Jewelers*

Linda Hulbert (Vice Chair)

*Business/Industry
NY Life Insurance*

Jo Ann McDowell Ph.D.

*Public Education
Prince William Sound
Community College*

Sharon Olsen

*Native Organizations
Employment and Training
CCTHITA*

Wendy Redman

*University of Alaska
University of Alaska*

Tim Sharp

*Organized Labor
Laborers' Local 942*

Fred Smith

*Business/Industry
Noorvik Native Community*

Barbara Stallone

*Business/Industry
Federal Express - Alaska*

Tim Sunday

*Organized Labor
Teamster's Union Local 959*

Colleen Ward

*Business/Industry
Owner, XCEL*

J.C. Wingfield

*Organized Labor
Plumbers & Pipefitters
Local 375*

AWIB Staff

Katherine Farnham

Executive Director

Patrice Parker

Project Coordinator

John H. Pratt

Project Coordinator

Karen Turner

Project Coordinator

John Mayer

Education Specialist II

Christine Sanderford

Project Assistant

Alaska Workforce Investment Board
Alaska Department of Labor and Workforce Development
1016 West 6th Avenue, Suite 105
Anchorage, Alaska 99501

Phone: 907-269-7485

Fax: 907-269-7489

E-mail: awib@labor.state.ak.us